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ABSTRACT

These guide notes for training and operational staff set out Great Britain's Electricity Supply Industry Training Committee (ESITC) policy on craft on-the-job training (OJT). They are complementary to ESITC recommendations on Craft Training and of equal status to them. Section 1 is an introduction. Sections 2 through 5 outline the aims of on-the-job training, design of such training, implementation, and resources. Appendix A contains notes on development work (development of materials for OJT) with a checklist to aid identification of the possibility of formal versus on-the-job training. Appendix B lists responsibilities of staff for craft OJT. (YLB)

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These Guide Notes are to be read in conjunction with the Industry's policies on sex, race and equal opportunities and on employment of the disabled.

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ESITC GUIDE NOTES ON CRAFT ON JOB TRAINING

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Foreword

We are certain that on-job training is an essential component of the training of craftsmen in the Electricity Supply Industry, and that it is important that it should be done well.

Investigation by the ESITC has shown that while there are many examples of good on-job training in the Industry, there is generally much room for improvement. Pilot schemes in Boards have pointed the way to how problems may be overcome and how the best use can be made of the learning opportunities presented by on-job training. In addition to discussion within the ESITC, there has been wide consultation through national seminars with participants from all Boards.

These Guide Notes reflect the information gathered and the views expressed, and they attempt to show how a systematic approach can be applied to craft on-job training. They also build upon the ESITC's Recommendation on Craft Training.

Clearly a joint effort, bringing together training and operational expertise, is required if there is to be a significant improvement in craft on-job training. It is therefore important that these Guide Notes should be given a wide circulation among both training and operational staff, and that they should be discussed in area, regional and local joint co-ordinating councils.

We hope that these Guide Notes will stimulate a thorough review of current practice and provide a basis for achieving a uniformly high standard of craft on-job training across the Industry.

R A Farrance
Chairman ESITC

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Vice-Chairman ESITC

1 Introduction

1.1 These Guide Notes set out FSITC policy on craft on-job training. They are complementary to the ESITC Recommendations on Craft Training and of equal status to them. While the Recommendations are concerned with formal training, on-job training and further education they deal only briefly with on-job training; a fuller consideration is given in these Guide Notes.

1.2 From December 1982, the Guide Notes will progressively replace ESITC Recommendations 11 and 14.

2 Aims of On-Job Training

2.1 The purposes of on-job training are varied and embrace many aims beyond the learning of technical craft skills. The wide range of aims is outlined in paragraphs 2.2 to 2.5 below.

2.2 Development of existing skills and knowledge. On-job training should provide the trainee with the opportunity to practise the skills and to use the knowledge which he has gained off the job, in the working environment. This should help him to develop speed, stamina, problem solving abilities, and consistent standards of workmanship. It should also allow him to apply his skills to complex and demanding tasks. In addition, on-job training should help him to develop positive attitudes to his work unit and employing organisation, cost conciousness, and a sense of pride and professionalism in his work.

2.3 Acquisition of new skills, knowledge and attitudes. On-job training should be used to learn and practise essential technical skills which are not learned off the job. On-job training should introduce the trainee to how the unit functions and how to use its administrative procedures. It should help him to learn important social and communications skills such as how to work well and safely with colleagues and how to deal with customers.

2.4 Personal Development Needs. For younger trainees, initial craft training will mark the transition between school, and working life as an adult craftsman. It will be a period of significant personal development to which on-job training can make a contribution. On-job training should encourage the development of self-confidence, self-motivation, self-reliance, self-discipline and resourcefulness, and also help the trainee to learn how to cope with the normal stress and pressures of responsible work.

2.5 Organisational Needs. Throughout the apprenticeship or traineeship, the trainee should be required to make a progressively greater contribution to work. In addition, on-job training periods should allow functional staff to assess the trainee's ability for craft work.

2.6 There is a need for better recognition, and better communication of the full range of aims for on-job training and the consequent roles of staff involved. These Guide Notes begin this process but it will need to be carried through in each Board and location by those who plan, prepare, organise and carry out the training.

Design of On-Job Training

3.1 Careful preparation and planning are essential if on-job training is to be successful in meeting its aims, whilst recognising that it is easier to structure on-job training in certain trades than in others.

3.2 One problem with traditional on-job training has been that trainees who do not know what they are supposed to be learning, are allocated to craftsmen who do not know what they are supposed to be teaching. To overcome this problem, Boards should develop simple, clear, training objectives, which explain what the trainee should be able to do by the end of the period of on-job training. Each training objective should contain, in addition to the performance required, the conditions under which it should be achieved and the standards expected. The training objectives themselves may also be used to record achievement if they can be marked up to show whether the conditions and standards have been met. Boards may also wish to develop notes for the craftsmen which will help him to pass on his own knowledge and skills to the trainee.

3.3 Simple, clear, training plans will also need to be drawn up for each period of on-job training, which give brief details of the training objectives to be achieved. These will help the supervisor to allocate the trainee to the right sort of work and may also provide a record of achievement.

3.4 It is recommended that training objectives, notes and plans should be developed jointly by training and operational personnel. This will bring together training expertise, with detailed technical knowledge and an appreciation of local work conditions. It will also help to ensure that there is continuity between on-job and formal training. Special skills will be needed for this type of development work and it is recommended that staff involved should be given appropriate training. More detailed notes on the development work required are given in Appendix A.

4 Implementation

4.1 Good on-job training requires commitment from all those involved, from managers to trainees.

4.2 The trainee should be assigned to work with craftsmen who will help him learn. He should be encouraged to do work (as opposed merely to watching), which fits into his overall training programme. (To obtain the full range of on-job training, the trainee may need to spend time in more than one location). His work should be frequently checked and he should be given advice on how he may improve. When he is ready, he should be given complete jobs to do and assessed on his performance. Craftsmen and supervisors have a most important role in seeing that these requirements are met. Line management and the training function will need to support this training activity and to monitor the trainee's progress.

4.3 The monitoring system should be based on objective assessment of achievement of the training objectives rather than on subjective opinion. It should take into account the non-technical elements of the training objectives such as social and communications skills. There will also be a need to monitor such matters as punctuality and general conduct.

4.4 The monitoring system should establish whether or not the training objectives have been achieved and should recognise and record achievement. It should clearly signal cases of non-achievement so that corrective action may be taken. It should provide feedback on results which should be discussed with trainees as well as trainers and operational staff. Finally the results of monitoring should be used to improve the training given year by year.

4.5 All members of staff involved should be briefed on their responsibilities and roles for craft on-job training. As an aid to this, responsibilities which represent good training practice, are outlined in Appendix B, for managers, training specialists, engineers, supervisors, craftsmen and trainees. Boards should ensure that these lists are revised for each location to make them specific to individuals, taking into account local job-titles and organisation.

4.6 Staff involved in the design of on-job training should be trained for this work, and craftsmen involved should be given training in how to coach trainees. Further guidance will be available when the PSITC has completed its revision of Recommendation 25: Training of Staff Engaged Part-Time in Training Duties.

Strategy for Implementation

4.7 It is recommended that pilot schemes should be carried out in each Board and Region during 1983. Thereafter there should be progressive introduction of the scheme such that all craft on-job training will be in accordance with these Guide Notes by the end of 1987.

5 Resources

5.1 The introduction of a more efficient on-job training system may require additional resources but these should be off-set by the benefits which will accrue. Boards should provide sufficient resources to enable the target dates for implementation, given in paragraph 4.7, to be met. Preparation and planning should be phased over the period of introduction recommended, and those involved should be allowed sufficient time to do the job well. Time should also be allowed on-job for coaching and assessment.

5.2 A significant cost of on-job training, irrespective of its quality is the trainee's salary. The employing Board will wish to protect its investment through providing good on-job training which will involve the trainee in work and thus help him to make a quicker and more effective contribution.

APPENDIX A

NOTES ON DEVELOPMENT WORK

Appendix A

NOTES ON DEVELOPMENT WORK

1 Boards will have revised the modules of craft training issued by the ESITC, to meet their own training needs as described in ESTIC Recommendations 42, 43 and 44. The starting point for the development of materials for on-job training will thus be the Board's version(s) of the relevant ESITC module(s).

2 The elements of the module which will be covered during formal training and during on-job training will then need to be identified. A checklist is included at the end of this appendix which may be helpful for this task.

3 When the elements which should be covered by on-job training have been identified, tasks which are representative of the total skills and knowledge required, should be selected to form the basis of the on-job training objectives.

4 On-job training objectives should then be developed. While the objectives should be task related, wherever poosible they should reflect in the conditions and standards, the personal qualities, attitudes to work and social and communications skills required. Where local work specifications are available, the information they contain will be useful in the development of training objectives.

5 Training plans and notes should then be developed. Estimates of duration for periods of on-job training will need to be made for programming purposes. These should take into account the nature of the objectives, programme constraints, the need for time for remedial training and gaining of experience, and the availability of suitable work.

6 The resulting documentation should

a explain what the trainee is required to do

b assist the supervisor to organise the work

c provide the basis for assessment

d provide for the recording of achievement.

NOTE:

To improve co-operation and communication between formal and on-job trainers, it is suggested that Boards should provide opportunity for craftsmen and others involved in on-job training, to visit training centres, and for instructors and others involved in formal training, to make site visits.

CHECKLIST TO AID IDENTIFICATION OF FORMAL AND ON-JOB LEARNING

Consider the training objective in question with operational colleagues, against the following questions (where they are appropriate) and tick the box that the answer indicates:

Formal learning		On-job learning
☐	Are plant/facilities available off-job, or can they be made available?	☐
☐	If off-job facilities have to be provided, would the cost be acceptable?	☐
☐	Is instructional/assessment expertise available on-job?	☐
☐	Does the task occur frequently enough for learning opportunities on-job? Is there a seasonal aspect?	☐
☐	Is there a critical safety aspect best handled formally in the initial stages?	☐
☐	Does the task have to be done on equipment at a specific location?	☐
☐	How easily would the task fit into formal training and FE programming, and would there be a viable group for formal training? What about other Courses in the Centre at the same time?	☐
☐	How critical would a trainee error be on-job, in terms of cost or other consequences?	☐
☐	How critical is the performance-level required? Does it demand experience of successful performance on-job?	☐
☐	What is the 'ideal' learning environment for acquiring this skill?	☐
☐	How complex are the skills involved? Would they need to be built up, with the basis having to be provided formally?	☐
☐	If the task happens infrequently, does it nevertheless exercise key skills (eg fault-finding) to the extent that it should be an 'on-job priority'?	☐
☐	Is it a matter of replicating key working conditions - customer contact, live apparatus, physical constraints eg heights, holes?	☐
☐	Are there travelling, subsistence, duration implications in learning these skills on-job?	☐

NOTE: 'Totalling the ticks' in either column gives a balance of opinion, but some questions may be decisive in respect of a particular objective.

APPENDIX B

RESPONSIBILITIES OF STAFF

B - 1	The Manager
B - 2	The Training Specialist
B - 3	The Engineer Responsible for On-Job Training
B - 4	The Supervisor
B - 5	The Craftsman
B - 6	The Trainee

Responsibilities of Staff for Craft On-Job Training

THE MANAGER

1 In conjunction with the Board's education and training function:

a Review the current on-job training system in your area of responsibility

b Initiate one or more pilot schemes which take into account the guidance given in the ESITC Guide Notes on Craft On-Job Training.

2 Oversee thereafter, the progressive introduction of the new scheme in your area of responsibility.

3 Ensure that staff at each level are carefully selected for on-job training duties, that they are fully briefed concerning their own responsibilities and that where necessary training is given in these duties.

4 Establish regular check mechanisms to ensure that the system is working effectively.

5 Ensure that there is regular contact between training and functional staff.

6 Interview each trainee at least once a year.

Responsibilities of Staff for Craft On-Job Training

THE TRAINING SPECIALIST

1 Draw up personal training plans for each trainee for each period of on-job training, in conjunction with the engineer responsible for on-job training.

2 Draw up training objectives for work shown on training plans, with the assistance of the engineer responsible for on-job training.

3* Monitor the trainee's progress using the available records and make arrangements for any shortcomings to be overcome.

4* Visit the trainee at least every three months to discuss his progress.

5 Liaise between training and line functions, ensuring that trainees are properly briefed before periods of on-job training and that training records are available to both training and line personnel.

* Note these responsibilities might be taken or shared with the engineer depending on local organisation.

Responsibilities of Staff for Craft On-Job Training

THE ENGINEER RESPONSIBLE FOR ON-JOB TRAINING

1 Draw up personal training plans for each trainee for each on-job training attachment, in conjunction with the training specialist.

2 Assist the training specialist to draw up training objectives for work shown on training plans.

3 Contribute, where appropriate, to the day to day allocation of work for the on-job training assignments.

4* Monitor the trainee's progress using the available records and make arrangements for any shortcomings to be overcome.

5* Visit the trainee at least every three months to discuss his progress.

* Note these responsibilities might be taken by or shared with the training specialist depending on local organisation.

Responsibilities of Staff for Craft On-Job Training

THE SUPERVISOR

1 Always try to allocate the trainee to work with craftsmen who will be best able to help him learn and practise skills.

2 Whenever possible, organise work so that the trainee is able to work on the jobs shown on his training plan.

3 Make sure that the craftsman and the trainee have copies of training objectives for the jobs in hand.

4 Record work and training objectives completed on the training plan.

5 Discuss the trainee's work with him and those he works with, and at least every three months during the attachment, fill in a personal development record form.

6 Where necessary advise the craftsman regarding the assessment of the trainee's work.

7 Provide the Engineer with responsibility for on-job training with copies of records as required.

Responsibilities of Staff for Craft On-Job Training

THE CRAFTSMAN (when assisting in training of apprentices and other staff)

1 Demonstrate good working practices by your own work.

2 Give the trainee specific tasks to do, rather than only allowing him to watch. To start with these should be the easier tasks. As his confidence and ability develop, the more difficult tasks should be chosen.

3 Explain how the job should be done, check the trainee's work frequently and advise him how to improve.

4 Encourage the trainee to develop the personal qualities needed to be a good craftsman.

5 When the trainee is ready, give him complete jobs to do as described in the training objectives. Assess the trainee's work, discuss it with him and record achievement on the training objective. Where necessary liaise with the supervisor regarding assessment matters.

6 Give completed training objectives to the supervisor.

Responsibilities of Staff for Craft On-Job Training

THE TRAINEE

1 Assist the craftsman.

2 Ask for work to do (rather than watching only), especially the type of work shown in the training plan and training objectives.

3 Pay particular attention to things which are hard to learn off-job, such as how to deal with customers and the best way to work safely in site conditions.

4 Keep your on-job training records up to date.